DOCUMENT RESUME

ED 315 578 CE 054 049

TITLE Parents as Instructional Support, 1990. Adult Education Chapter I Staff Development.
INSTITUTION Dorchester School District 2, Summerville, SC.
PUB DATE 89
NOTE 33p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; *Disadvantaged; Elementary Education; *Family Programs; *Intergenerational Programs; *Literacy Education; Parent Child Relationship; *Parent Participation; Parent School Relationship; Program Implementation; Reading Instruction; School Involvement
IDENTIFIERS 353 Project; *South Carolina (Dorchester County)

ABSTRACT

A project was developed in Dorchester County, South Carolina's fastest-growing county, to help parents who lack basic skills become full partners in the education of their children, and to assist children in reaching their full potential as learners, by providing basic skills training for the parents. The program, called Parents as Instructional Support (PAIS), is the first in the state to involve both parents and children in acquiring basic reading skills. PAIS is designed to provide parents with the information and skills to help their children with homework and to prepare them for teacher-made and standardized tests. PAIS also provides training for a cadre of teachers to serve as instructors of the parents. Twenty-four teachers participating in PAIS enrolled in a 3-hour graduate/undergraduate course in teaching literacy skills to adults. Parents of disadvantaged students enrolled in a 2-day per week course for 6 weeks, from 5:30 to 8:00 p.m. Dinner, child care, and transportation were provided. Instruction in reading skills was given using traditional instruction and computer-assisted instruction. Children also participated in activities to strengthen their reading skills while their parents took classes. Parents, students, and teachers all reported positive outcomes of the program. (Includes 9 references and an appendix of program forms.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Parents As Instructional Support

1990

Adult Education
Chapter I
Staff Development

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Daniel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED315578

"Committed to Excellence"

Dorchester School District Two
102 Greenwave Boulevard
Summerville, SC 29483

William M. Reeves, Jr.
Superintendent

CE052049

BEST COPY AVAILABLE

Implementation of

Parents As Instructional Support (PAIS)

Dorchester School District Two
Spring, 1989

TABLE of CONTENTS

	Page #
Project Staff	1
Background and Research	2
Target Population	3
Program Description	3
Timeline of Activities for Implementation	4
Estimated Budget for Implementation	5
Curriculum for Parents	6
Program for Youth	14
Program Evaluation	21
Bibliography	22
Appendix of Forms	23

Parents As Instructional Support (PAIS)
Dorchester School District Two

William M. Reeves, Superintendent
Sandra Lindsay, Assistant Superintendent for Instruction

PROJECT STAFF

Coordinators

Cherry Daniel, Director of Adult Education
Richard Seastrunk, Director of Federal Programs
Frances Welch, Director of Staff Development

Teachers of Parents

Lillie Caldwell
Jean McCrary

Teachers of Children

Pam Moore
Kay Chumley
Mary Michalak

Volunteer Assistants

Teacher Cadets from Summerville High School
Participants in EDU 560C: Teaching Literacy Skills to Adolescent and Adults

BACKGROUND AND RESEARCH

Two serious problems have converged to threaten America's educational and social advancement and its competitive economic position in the world (Darling, 1988). The first problem is that a large percentage of the US adult population lacks basic skills. Chisman (1989) reports that as many as 23 million adult Americans are functionally illiterate, lacking basic skills beyond a fourth grade level. Another 25 million are semi-illiterate, lacking basic skills beyond an eighth grade level. The pool of functionally illiterate Americans has increased annually about 2.4 million people, and this number includes immigrants, refugees and high school dropouts (The State Newspaper, 1988).

The lack of literacy skills is a primary cause of unemployment and therefore of poverty. Reports from Basic Skills in the Workplace (1988) indicate 57.2 billion in lost revenues, welfare and unemployment payments. Business Council for Effective Literacy (BCEL) reports (1989) indicate that 3.8 million families in 1987 were on welfare with 60% not completing high school. In the 1980 US Census, South Carolina welfare payments were more than 7.5 million to women with an 8th grade education or less (1987 Fact Sheet). One fourth of all families are now headed by a single parent, mostly women (with 40% having an eighth grade education or less) (1988 Fact Sheet). Illiteracy and poverty together are among primary causes of other social ills such as teen pregnancy, juvenile delinquency, drug use and crime.

The second problem is the growing number of children living in impoverished, disadvantaged homes. The number of children living in poverty is the fastest growing segment of the US population, and the number has increased by approximately 50% in the last two decades (Darling, 1988). According to reports from the Children's Defense Fund, one-fourth of the children born today will live on some form of welfare before they reach maturity. When parents are poorly educated and dependent on public assistance, their children are likely to grow up to become dependent on public assistance (Clinton, 1988); and thus begins a vicious cycle with adult illiteracy impacting the next generation.

Children of disadvantaged parents begin their school life behind their peers because parents with minimal or no reading and writing skills often cannot provide the support their children need to do well in school. Additionally, these children lack the role model provided by a literate parent. Analysis of reports from the Business Council for Effective Literacy (1989) shows a direct correlation between young people's test scores and the grade level attained by their parents. Having a mother who completed high school was a greater factor in the school enrollment of 16 and 17 years olds than whether the mother was married or had an additional $10,000 in family income (Plus Project, 1988).

Darling (1988) reports that educationally disadvantaged parents often feel isolated from their children's schools and powerless to be involved with their children's education. Parental involvement in the school increases the child's achievement level and enhances their chances of success. In essence, parents who have the basic skills, knowledge and active involvement in their children's schools have a positive impact on the educational achievement of their children as opposed to parents who lack the basic skills.

For years a variety of programs providing financial and social support to needy individuals and families have been supported by both federal and state funds. Programs in the last decade have attempted to meet the educational needs of adults and children separately. Adult programs such as Job Training Placement Act (JTPA), Adult Basic Education and the Work Support Program provide skills training for entry into the job market. Children's programs such as Head Start, Compensatory Education and Chapter I provide assistance in the area of basic skills.

Though programs have existed for undereducated parents and their children separately, a program is needed to assist parents and children together with basic literacy skills development to enhance their chances of achieving success in school and in the work force.

Although the solution to the intergenerational illiteracy problem is complex, parent and child educational programs must be developed in an effort to break the perpetual cycle. The family must be strengthened as an educational support system. Parents must be taught skills which will better prepare them to become actively involved with the educational process of their children. They must learn strategies that can be utilized in becoming full partners in education in the hope that their children can reach full potential as learners.

TARGET POPULATION

Dorchester County is the fastest growing county is South Carolina with a 25.8% anticipated increase in population by 1994 (Hill, 1988). According to the News and Courier, Dorchester County will double in population by the year 2000 with the majority of the increase falling into the 1 - 14 and 35 - 44 age groups. According to the US Census Bureau, 19.8% of Dorchester County's adult population has less than an eighth grade education. Over one thousand children are eligible for remedial instruction with many defined as "youth at risk." Considering these factors, a project developed to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide basic skills training for their parents was implemented. This program is Parents as Instructional Support (PAIS) and is the first program in South Carolina to actively involve both parents and child in learning basic reading skills.

PROGRAM DESCRIPTION

PARENTS AS INSTRUCTIONAL SUPPORT (PAIS)
Dorchester School District Two's Approach
to Making Educational Improvement a Family Affair

PAIS is designed to provide parents with the information and skills to help their children with homework and to prepare them for teacher made and standardized tests (BSAP, CTBS). PAIS also involves training for a cadre of teachers to serve as instructors of the parents involved in the program. During the Pilot Phase of PAIS (Spring Semester, 1989), the target parent population was the parents of Chapter I students in the Givhans/Knightsville/DuBose attendance area. During the first year of operation, 1989-90 academic year, the target population will be undereducated parents of Chapter I students throughout Dorchester School District TWO.

The two aspects of PAIS are the teaching of the teaches and then the teachers teaching the parents. Descriptions of these two aspects of PAIS are below.

Course for Teachers

Successful implementation of PAIS required a cadre of committed teachers who understand the skills and techniques for effectively instructing adult students, i.e., the parents. Twenty four teachers committed to participating in PAIS enrolled in the three hour graduate/undergraduate course, EDU 530C, Teaching Literacy Skills to Adults during spring semester, 1989. This course was contracted with the College of Charleston and taught in the district.

Program for Parents (PILOT PHASE)

Parents of students in Chapter I enrolled in the six week course which met on Tuesdays and Thursdays from 5:30 to 8:00 PM. Supper, childcare and transportation were provided to the family. Instruction in BSAP reading skills utilizing traditional instruction and computer assisted instruction were provided.

TIMELINE for Implementation of Pilot Phase of PAIS

Date	*Activity*	*Person(s) Responsible*
Tues., 1/24/89	Meet with Principals Get listing of PTA President, etc. Request input Request listing of Chapter I parents addresses and telephone #'s	Cherry, Richard, Frances
Week of 1/23	Schedule supper for all evenings	Cherry, Richard, Principals
Wed., 1/25/89	Present to faculties	Cherry, Richard, Frances
End of January	Meet with Marilyn re: publicity	All
Tues, 2/7/89 Board Room, 2:30	Meet with comp.ed and Chapter I teachers	RS notifies (remind re: list) FW has flyers ready
2/8/89	Teachers send flyers home with students, begin calling	Teachers
2/21/89 Board Room, 7:30	Dessert meeting Principals, Community Leaders, Ministers, etc.	All, Cherry coordinates
2/22/89	Bulk mail flyer to parents	
2/27/89	Follow-up/ reminder calls	
3/5/89	Announce in churches	

ESTIMATED BUDGET FOR IMPLEMENTATION

Planning for implementation of PAIS during 1989-90, Dorchester School District Two anticipates offering a program which will last for 10 weeks (two sessions/week). The approximate cost for each school with three schools participating in one session is $500.

Food costs

shared 50/50 w/ Chapter I; for schools total of $1000
(shared among participating schools - $333/school)

Personnel costs:

Adult Education - Instructional Costs for Parents
Schools - for children -$15/night (three adults @ $5/person)
X 20 sessions = $300 ($100/school)

Incentives for perfect attendance:

Donated by each school - approximately $100
Donated by adult ed. - subscriptions to Journal Scene
Donated by Chapter I - book fair monies for children
Donated by Apple Computer - computer for one selected family

Supplies:

Donated by host school

Equipment and Software:

Shared among schools, Chapter I, Adult Ed.

PAIS CURRICULUM
For Parents

I. **LESSON ONE** - Sequencing

II. **LESSON TWO** - Details

III. **LESSON THREE** - Structural Analysis
Decoding and Word Meaning

IV. **LESSON FOUR** - Main Idea

V. **LESSON FIVE** - Drawing Conclusions (Inference)

VI. **LESSON SIX** - Cause & Effect (Inference)

VII. **LESSON SEVEN** - Reference Usage

VIII. **LESSON EIGHT** - Context Cues
Multiple Meaning Words

IX. **LESSON NINE** - Fact and Opinion
Analysis of Literature

X. **LESSON TEN** - Listening Skills

PAIS CURRICULUM

I. LESSON ONE
- A. **BSAP Skill addressed** - Sequencing
- B. **Objective** - The student will gain an understanding of sequencing. Sequencing is putting things in order.
- C. **Classroom Activities:**
  1. Sequencing pictures from the book, "The Giving Tree"
  2. Sequencing on the computer
- D. **Procedures**
  1. Students will put the pictures in order. There will be a class discussion on the order of the pictures. The book will be read aloud.
  2. The instructor will read the directions, and the students will proceed step-by-step.
     a. proper handling of the discs
     b. inserting the disc and closing disc drive
     c. turning on the power
     d. explaining that the computer is reading the disc when the red light is on
     e. showing the students how to get started in a program
- E. **Software**
  1. MECC - Those Amazing Reading Machines I
  2. MECC - Those Amazing Reading Machines II
- F. **Handouts**
  1. Activities involving sequencing for grades 1-6II.
- G. **Recommendations for teaching study skills to parents**
  1. Have the parents map out a daily study-time
  2. The time should not exceed twenty minutes
  3. The time selected should be appropriate for both the parent and the student

II. LESSON TWO
- A. **BSAP Skill addressed:** Details
- B. **Objective** - the student will be able to accurately comprehend the details in a reading selection
- C. **Classroom Activities:**
  1. Identify as many details as possible from a picture. Could be done with the parents.
  2. Play a detail game.
  3. Oral reading by the teacher, followed by questions
- D. **Procedures:**
  1. Show the students a picture. Ask them to study the picture very intently. Turn the picture over. Ask for responses to the questions of what, where, who

and when.
2. Show the students a tray or basket that has ten items displayed. After 60 seconds, cover the tray. Ask the student to write as many items as they can remember.
3. Read two different selections to the students. Ask the questions that are at the end of the selection.

E. **Software**
1. MECC - Those Amazing Reading Machines III
2. MECC - Those Amazing Reading Machines IV

F. **Handouts**
1. Stories that are high interest/low vocabulary, grades 1-6.

G. **Recommendations for teraching study skills to parents**
1. Have the parents select an appropriate place study
2. Select a study area where one-to-one instruction may occur

III. LESSON THREE

A. **BSAP Skills Addressed:** Structural Analysis - Decoding and Word Meaning

B. **Objective:** The student will gain an understanding of base words and affixes.

C. **Classroom Activities:**
1. BSAP objective sheets were read to the parents
2. Worksheets on prefixes

D. **Procedures:**
1. Explained and read the list of prefixes and suffixes
2. The instructor read the worksheets on base words, prefixes and suffixes. The students answered the questions orally.
3. The instructor explained testing techniques

E. **Software**
1. MECC - Phonics Prime-Time: Blends & Diagraphs
2. MECC - Words at Work: Suffix Sense
3. MECC - Words at Work: Prefix Power
4. MECC - Phonics Prime-Time: Initial Consonants

F. **Handouts**
1. Worksheets on base-words, prefixes, and suffixes
2. Worksheets on vowel sounds, a calendar of activities, and a vowel Bingo game

G. **Recommendations for teaching study skills to parents.**
1. Teach the parent to be in control of the study session
2. Teach the parent to stay on-task for the study session

IV. LESSON FOUR

A. **BSAP Skill Addressed:** Main Idea

the following:

1. How clues will help them to identify the topic or main idea in a piece of writing.
2. How to use titles, subtitles, headings, illustrations, and captions as clues to predict main idea.
3. How to use position within a paragraph to identify main idea.
4. How to use inference to choose a main idea when a main idea is only implied.

C. Classroom Activities:

1. Activities were selected from the following workbooks:
   TR Reading Comprehension Series,
   Levels E & F (DLM)
   Reading for Today (5) pp. 37-40
   Reading for Tomorrow (2) p. 46
   Communication for Today (4) p. 15
   Communication for Today (5) p. 23
   Critical Thinking, Red Level, p. 42

D. Procedures:

1. Teacher will introduce and explain the concept of "Main Idea", while using a worksheet. Question and answer period while discussing worksheet.
2. Teacher will have students read over the teacher will read orally a worksheet teaching how to use titles and subtitles to predict main ideas.
3. Teacher will read a selection to help students select main idea when it is positioned within a paragraph.
4. Teacher will read a selection and help the student use inference to choose a main idea when a main idea is only implied.

E. Software:

1. MECC - Main Idea

F. Handouts:

1. Short stories dealing with comprehension (Grades 1-6)
2. Newspaper articles used to locate main ideas Grades 1-6.

G. Recommendations for teaching study skills to parents

1. Have the parents read the directions to their child
2. Have the child reread the directions and verbalize them to parents

V. LESSON FIVE

A. BSAP Skill Addressed: Drawing Conclusions (Inference)

B. Objective: The student will be able to draw conclusions from a reading selection.

C. Classroom Activities:

C. **Classroom Activities:**
   1. Inference game
   2. Introduce steps in drawing conclusions
   3. Short reading selections

D. **Procedures:**
   1. Given a list of clues, the students were to guess what was being described.
      Ex: Clues = building, institution, program, desks, teacher, students
      Answer = school
   2. Explain the steps to follow in drawing conclusions:
      a. read the material carefully
      b. learn all the facts
      c. think about what you already know
      d. make a good guess
   3. Two short reading selections were read aloud. The students were to draw conclusions to be able to answer questions about the selections.

E. **Software:**
   1. MECC - Oregon Trail

F. **Handouts:**
   1. Reading selections from the Steck-Vaughn series dealing with drawing conclusions.

G. **Recommendations for teaching study skills to parents**
   1. **Discuss only the lesson being introduce**

VI. **LESSON SIX**

A. **BSAP Skill Addressed: Cause & Effect (Inference)**

B. **Objective: The student will gain an understanding of cause and effect relationships.**

C. **Classroom Activities:**
   1. Discussions & demonstrations of a cause & effect relationship.
   2. Cause & effect classroom game
   3. Workbook activities

D. **Procedures:**
   1. Introduce the lesson by asking the students to think of a time when they were in a lot of pain. Ask what caused the pain. Elicit responses and discuss them. Explain that the responses were the cause of the pain, and the pain was the effect.
      a. Write the definition of cause and the definition of effect on the board.
      b. Point out that often the result comes before the cause when the relationship is stated.

often signal a cause-effect relationship.

2. Cause and effect responses were written on notecards. The students were to match the cause with the effect as the cards were read aloud.
3. Steck-Vaughn Critical Thinking Skills series were used as workbook activities. These activities were done as a group.

E. **Software:**
   1. MECC - Oregon Trail

F. **Handouts:**
   1. Steck-Vaughn Critical Thinking Series based on the appropriate grade levels.

VII. **LESSON SEVEN**

A. **BSAP Skill addressed: Reference Usage**

B. **Objective: The student can locate and utilize desired information in reference sources.**

C. **Classroom Activities**
   1. Introduced the types of references.
   2. Introduced guide words, table of contents, dictionary skills, index and directions.

D. **Procedures:**
   1. Explained the different types of references including: dictionary, encyclopedia, almanac, newspaper, and telephone directory. The class did an activity to distinguish between the different types of reference skills.
   2. The class did worksheets on dictionary skills: guide words, meaning of words, multiple meaning, ABC order, and ABC to the second and third letter.
      a. The class did worksheets on the table of contents index, and direction skills.

E. **Software:**
   1. MECC - Jenny's Journeys

F. **Handouts:**
   1. Picture dictionaries to be made at all grade levels
   2. Alphabetizing activities for all grade levels.

VIII. **LESSON EIGHT**

A. **Skill Addressed: Context Cues, Multiple Meaning Words**

B. **Objective: The student will be able to discover the meaning of a word by reading the sentence.**

C. **Classroom Activities:**
   1. Hints to decide meanings of words.
   2. Clozure activities
   3. Multiple word meanings

D. **Procedure:**

1. A worksheet of low vocabulary words made into sentences was passed out. A word was missing from each sentence. Choices were given for the correct response. The choices were hints to select the correct word.
2. Clozure activities included:
   a. stories with every eighth word deleted
   b. random deletions of prefixes, suffixes, and root words
   c. random deletions of beginning and ending blends
3. Multiple word meanings included activities to state two or more meanings for a word. Use the meanings in the correct form in sentences.

E. Software:
1. MECC - Those Amazing Reading Machines III
2. MECC - Those Amazing Reading Machines IV

F. Handouts:
1. Clozure crossword puzzles
2. Newspaper activities - delete every fifth word

IX. LESSON NINE

A. BSAP Skill addressed: Fact & Opinion (Critical Thinking) Analysis of Literature

B. Objective: The student will read a sentence and identify the statement as a fact or opinion

C. Classroom Activities:
1. Fact & opinion introduction.
2. Worksheets dealing with fact and opinion
3. Propaganda introduction
4. Examples of each

D. Procedures
1. Explanations of fact and opinion were given. Several examples were given.
2. Several activities selecting fact and opinion were done orally. Words were selected that made the statements a fact or an opinion.
3. The three types of propaganda were introduced. Examples of each were given.
4. The students were to find the three types of propaganda in magazine advertisements.

E. Handouts:
1. Worksheets dealing with fact and opinion (Grades 1-6)
2. Worksheets dealing with propaganda (Grades 3-6)

X. LESSON TEN

A. Skill addressed: Listening Skills

B. Objective: The student will be able to improve his listening skills.

C. **Classroom Activities:**
   1. Listening to directions
   2. Following directions

D. **Procedures:**
   1. The students listened to a tape telling them one, two, and three step directions.
   2. The students read the directions and followed them.

E. **Software:**
   1. Reviewed all MECC software.

F. **Handouts:**
   1. Activities to increase listening skills (Grades 1-6)

Evaluations were passed out the last night of class. There was a fifteen minute graduation ceremony.

P.A.I.S.
PROGRAM FOR YOUTH

The youth program was developed to support P.A.I.S. The program for children in first through sixth grades was directed by an adult coordinator with one assistant who served an average of 30 students each night. The program for kindergarten and preschool children was primarily childcare and personed with youth and adult volunteers. The children were performing at various skill levels.

Volunteers from the teacher Cadet class at Summerville High School assisted the coordinator each night. The Cadets were very popular with the children and served as positive role models.

On the first night of the program, the Cadets performed four puppet shows. They created the puppet characters and wrote the script for each play. The plays had themes relevant to elementary, middle and pre-school children.

Following the puppet shows, the children had an opportunity to see and touch the puppets as well as time for a question and answer session. This served as a springboard for future activities for the students who created puppet characters, and wrote a two-act play which they performed for their parents during graduation.

Over the five weeks children in grades one through sixth participated in activities designed to strengthen BSAP skills. The following section contains information on the various activities. These activities may be combined in any way and used in any order to fit the needs of each program.

ORAL READING

(Continuing story)
How to Eat Fried Worms, by Thomas Rockwell

The story was introduced by giving a brief overview. Then students were asked to demonstrate how they would eat fried worms.

Materials
Copy of book
Gummi worms (candy)

Objectives
Language expression
Creative expression

One or two chapters were read at the beginning of each night. Then students were questioned about the story.

Objectives
Developing listening skills
Developing comprehension skills
Recall of previous night's story

Details - using who, what, why, when, where and how questions.

Sequence - what happened first, next and last?

Predicting Outcomes - what do you think will happen?

Getting the Main Idea - question students either by incident or chapter.

Using the same objectives, teachers selected various stories according to age group for oral reading.

Additionally, Richard Scarry books were incorporated in the program. Days of the week, months of the year, calendar, seasons and types of measurement are addressed.

Games

Games were introduced to serve two purposes: (1) to generate interest and (2) for educational enhancement.

Examples: Family Feud, Ghosts, Mario Brothers II, Battleship, Password, Chuttes and Ladders, Yahtzee Candy Land and Parchesi.

Students were divided into groups of four.

BSAP Games

A variety of teacher-made BSAP games were used. Included were: matching (beginning sounds with pictures), rebus sentences, dictionary usage, rhyming words, main idea, etc.

These games addressed each BSAP skill area in reading and also covered some math skills.

Spelling Baseball
Materials: BSAP Word List

The entire group can play. Two teams are formed with grade levels balanced as closely as possible.

First graders tell both beginning and ending sounds in order to get a hit. Others must spell their words correctly. Three misspelled words equal three outs.

Win, Lose or Draw
Materials:
Large writing tablet
Markers
Cards with story titles, titles of movies, and objects
Timers

Procedure

Students were divided into age groups (1st, 2nd; 3rd, 4th; 5th, 6th) and given cards appropriate for their age groups. A 3-5 minute time limit was set.

Objectives
Using context clues
Developing receptive and expressive language

Bingo

This game was not only popular but an excellent activity at the conclusion of the evening. Two games were used which emphasized developing listening skills.

(1) Color/Shape Bingo

This developed recognition of square, circle, triangle and rectangle along with color recognition.

(2) Initial Consonant Bingo

This developed recognition of initial consonants and consonant blends.

Concentration

Teacher made games with compound words, contractions and the words which made the contraction and homonyms.

These were used with the 3rd and 4th graders.

Objectives

Develop both long and short term memory.

Recognize homonyms, contractions and the words they mean and words that make compound words.

Newspaper Scavenger Hunt

Materials

Newspapers
List of items - We used the Primary Scavenger Hunt and the Math Scavenger Hunt prepared by the Charleston News and Courier, Newspaper in Education Program.
Scissors
Glue
Large construction paper

Procedure

Students were grouped according to age/grade with four in a group. The younger children had a cadet to help. Grades one through four used the Primary Scavenger Hunt while grades five and six used the Math Scavenger Hunt.

Objectives

Primary - word recognition
Math - identifying fractions, decimals, shapes, percentages, Roman numerals, graphs and money.

MATH RELATED GAMES

Hot Potato Math (5th - 6th)

Materials

Mesh bag filled with packing peanuts

Procedure

Students form large circle with adult or cadet leader in the center. The leader calls out any basic fact in addition, subtraction, multiplication, or division, and throws the "hot potato" to one student.

Depending upon the ability level of players, person has 3-5 seconds to respond. When a player misses, he sits down.

Objectives
listening skills
recall of math facts

Math Relays

Materials
Math flash cards (addition, subtraction, multiplication, and division)

Procedure

Students grouped according to ability/grade level. Younger ones play with addition and subtraction cards only while others mix four basic functions. After 3-4 times through for both teams, winner is the team with higher number of cards (collected with correct answers).

Objectives
recognition and recall of basic math facts

THURSDAY NIGHT AT THE MOVIES

The movie "The Never Ending Story" was shown to the students. Popcorn was provided to students.

ART PROJECTS

First night: Each student designed a 3x5 name tag. Name tages were laminated and worn each night.

String Art

Materials

Rug yarn
White poster board
Pencils
Glue

Procedure

Students designed their creation on posterboard - then glued yarn.

Bean Pictures

Materials
Variety of beans
White poster board
Pencils
Glue

Procedure

Students planned, designed and then glued beans onto poster board.

MONEY

5th and 6th graders had several opportunities to work with money, check writing and spending/budgeting.

1. "How I would spend $1,000."

Each student received a $1,000 deposit and was allowed to "spend" it any way he wanted.

Materials
Checks
Deposit slips
Catalogs (Sears, Penny's)
Newspapers and ad inserts

Procedures

Each student shopped for items, wrote checks to pay for their purchases and kept a running total of expenditures.

Objectives
Money management - making decisions how to spend and what to spend.
How to compute tax
Shopping for the best price
Staying within their spending means

2. How to budget $1,000 for one month of rent, utilities, food, gasoline, loans/credit cards, etc.

Students used Sunday ads for determining rent of mortgage, discussed among themselves and with adults the cost of utilities, determined through ads what type of car payment they could afford.

Objectives
Gain awareness of family finances - where money goes and how quickly it evaporates.

PUPPETS AND PUPPET SHOW

The 5th and 6th graders created one or more puppets from scrap materials contributed by the assistant co-ordinator. No money was spent.

Once characters were created, time was alloted at the end of the evening for each student to introduce his/her character(s).

During another class, students wrote their play, selected music and decided on props needed.

They decided to tape their lines to be certain everyone could be heard. This was an excellent idea.

Students plresented the 7-minute play at the conclusion of the PAIS program.

Objectives
Creative expression
Language arts - oral communication
Group co-operation
Students express ideas, feelings and emotions
Stimulate creative thinking

PROGRAM EVALUATION

All persons involved in the PAIS program believe that it has had significant impact on the educational achievement of the children and parents involved. The participating teachers learned how to effectively instruct adult learners. Feedback from the participating parents indicates that they found the program very beneficial, and it increased their skills to assist in their children's educational process. Feedback from the children's regular classroom teachers indicates that the program contributed to improved study habits and skills for the children of parents who participated.

An indirect benefit of the PAIS program is the linking of under-educated adults (the parents of Chapter I children) with adult education services available in the area. It is not known at this time how many of these parents will continue to participate in adult education programs; however, most of the parents involved in PAIS requested additional sessions.

Current indicated success of the PAIS program was possible because of the cooperation and participation by all individuals who significantly contribute to a child's education. Principals, teachers, parents, district office staff, student tutors, children, lunch room staff and community leaders were all involved and contributed to an innovative, beneficial, coordinated program which utilized local resources. Because the usual barriers which inhibit parent participation were eliminated (e.g., supper, transportation, and child care were provided), these parents were able to become involved. The parents readily saw the benefit of their learning, and they were motivated and eager to stay involved.

Successful implementation of PAIS is possible in any school or district where Adult Education, Chapter I, and Staff Development directors are willing to pool resources in a cooperative effort with the local schools to improve the educational level of both children and parents. Given the success of the first session of PAIS in Dorchester School District Two, plans include expanded implementation of the program during the 1989-90 school year.

REFERENCES

Business Council for Effective Literacy (1989) The Cost of Illiteracy. Volume 18, January.

Chisman, Forrest, (1989) Jump Start: The Federal Governments Role in Adult Literacy. Southport Institute for Policy Analysis, Washington, D.C.

Clinton, Bill, (1988) Breaking the Cycle: Home Instruction Program for Preschool Youngsters. Little Rock, Arkansas

Darling, Sharon, (1988) Kenan/SREB Family Literacy Guidebook Louisville, Kentucky.

Fladlung, Tom, (1988, September 21) The Solution to Illiteracy, Nowhere in Sight. The State p1A

Hill, Robert, Dorchester County Continues Growth. News & Courrier. April 1988.

Project Plus, (1988) Facts About Illiteracy in America. American Broadcasting Company, Pittsburgh, Pennsylvania

United States Census Bureau Fact Sheet (1987) Department of Education, Government Printing Office, Washington, D.C.

United States Department of Labor, (1988) The Bottom Line: Basic Skills in the Workplace. Washington, D.C.

Appendix of Forms

Education . . .

PAIS

Parents As Instructional Support

*A special program designed to help **parents** of **Chapter I and Compensatory** students (Grades 1-6) in the DuBose/Givhans/Knightsville attendance area to **help their children with homework and tests.***

WHEN? Tuesday and Thursday Evenings, 6:30-8:00 PM
5 weeks - 10 sessions
March 7, 9, 14, 16, 21, 23, and April 4, 6, 11, 13

WHERE? Knightsville Elementary School

Supper, transportation, and baby-sitting provided no charge

Other surprises for participating parents and children to be announced at the first session.

. . . . . .

Suggestions I have concerning PAIS:

_____

_____

_____Teacher's Name (Optional) _____School

Return to Cherry Daniel, DO, by February 3.

List of School/Community Leaders
Requested from Principals at DMS, GES, and KES
for PAIS Program

Position	*Name*	*Address*	*Telephone #*
PTA President			
Chair, School Advisory Council			
Ministers			
Other Community Leaders			

(continue on back)

Participation List for PAIS

School:_____ Teacher:_____

Please call or make a personal contact with the parents of children in your program (see attached list). Ask whether they are going to participate, whether they need transportation and the # and ages of children for child care. Check on the attached list if they were contacted and will participate and then list this information below. Put an "x" beside the name on the master list if contacted but will not participate. Return the master list and the Participation List to Cherry Daniel, DO, by Feburary 27, 1989. Thanks!!!

Parents' Name(s)	Transportation Needed	#/ages for child care

Parents as Instructional Support (PAIS)
Dorchester School District TWO
Closing Ceremony

Thursday, April 13, 7:45 PM
Knightsville Elementary School Auditorium

Welcome -	Sandra Lindsay Assistant Superintendent for Instruction Dorchester School District TWO
Introduction of Guests and PAIS Staff -	Cherry Daniel Director of Adult Education Dorchester School District TWO
Awarding of Certificates * -	Lil Caldwell Jean McCrary PAIS Teachers
Puppet Show -	Pam Moore, Coordinator of Children's Programs Teacher Cadets and Children

Presentation of Awards to Parents and Children for Perfect Attendance

Anthony Lemon - Principal, DuBose Middle School
Cheryl Powell - Principal, Givhans Elementary School
Charlie Stoudenmire - Principal, Knightsville Elementary School

Parents with 80% Attendance -	Cherry Daniel Director of Adult Education Dorchester School District TWO
Closing Comments -	Richard Seastrunk Director of Chapter I Programs Dorchester School District TWO

**Parents and children should sit together in the auditorium.*
When parents receive their certificates and awards, children should walk with parents.

PAIS ASSESSMENT

Date _____

Please answer the following questions. Circle the best choice using the numbers below.

1 - poor 2 - fair 3 - good 4 - very good 5 - excellent

1. The facilities and location of the class were: 5 4 3 2 1
2. Class time was 5 4 3 2 1
3. Presentation of instruction was 5 4 3 2 1
4. Quality of computer instruction 5 4 3 2 1
5. The teacher was 5 4 3 2 1
6. Instructional materials were 5 4 3 2 1
7. Understanding of instructional material 5 4 3 2 1
8. Value of course as related to helping your child 5 4 3 2 1
9. How helpful was the childcare program? _____
10. Did the course meet your expectations? ____Yes ____No
    If no, please list the reason. _____
11. What other training would you like offered? _____
12. Suggestions _____
13. Comments _____

Education . . .

PAIS

Parents As Instructional Support

FREE for *parents*

of Chapter I and Compensatory students (Grades 1-6) in the DuBose/Givhans/Knightsville attendance area of Dorchester School District Two.

Learn to help your children with homework and tests.

WHEN? Tuesday and Thursday Evenings, 6:00-8:00 PM
5 weeks - 10 sessions
March 7, 9, 14, 16, 21, 23, and April 4, 6, 11, 13

WHERE? Knightsville Elementary School

FREE

Supper, ride, and baby-sitting

Other surprises for participating parents and children to be announced at the first session.

****

I want to be in PAIS.

Parent's Name:_____

Telephone #:_____

Address:_____

Children's Names	Age	School	Grade
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____

Need Ride ____ yes ____ no

Need Babysitting ____ yes ____ no

Return to your child's teacher by March 1.

Community Representative Meeting
In Support of PAIS (Parents as Instructional Support)
Dorchester School District TWO Board Room
7:00 PM, Tuesday, February 21, 1989

AGENDA

Welcome - Sandra Lindsay, Assistant Superintendent

Introduction of Community Representatives - Cherry Daniel,
Director of Adult Education

Introduction to PAIS Program - Richard Seastrunk,
Director of Federal Programs & Cherry Daniel

Importance of Community Involvement for a Successful PAIS Program
Sandra Lindsay & Richard Seastrunk

- Encouraging parents to participate
  (distribute flyers)
- Assisting with transportation
- Assisting with preparation of meals
- Assisting with incentives

Suggestions concerning how to make PAIS a successful community project
Cherry Daniel

Closing/Thank You - Sandra Lindsay